



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

HIGH SCHOOL EXTENSION ¹

ONE of our present-day problems is the exact definition of the function of the high school. I shall not attempt to discuss this here, but try to indicate a few lines of extension and intensification which one school has found helpful. The term high-school extension is somewhat of a misnomer, for as soon as a high school begins to concern itself with some of the unoccupied educational territory of any locality it finds at once a demand for the extension of an entire school system, from the kindergarten to the university. For at least two reasons this work will necessarily fall to the high school: the university workers with whom the idea originated are crippled by non-residence; on the other hand, of the resident teachers, the high-school force generally is better equipped than is any other class.

The line of least resistance which so many social movements find is that of extension classes and clubs held evenings or at other especially convenient hours. As I have in another place stated that phase of our work, I will only speak of a few points. Often the scope is too limited — there is too much of the slumming idea, when what is needed is a study of the local situation and an effort to bring together supply and demand. In other words, the teacher, besides his class-room work, is a citizen who should feel called upon to use his special training wherever it is required, and the superintendent should have for his province the problem of meeting the educational needs of his entire district. When he takes this broader view he will find his present field will be occupied much more easily.

We complain of the limitations imposed upon our schools by unsympathetic taxpayers; let us enlarge our ideas of what education is sufficiently to reach this class. How many schoolmen in the average town know, when a school measure comes up to

¹ Paper read at the School Conference, The University of Chicago.

be voted on, whether there are any who will intelligently meet the objections that come up against it in the shops and factories. Often these men discuss such matters more carefully than do many who have larger incomes. Unless one has investigated the subject he will be surprised on looking into it to find how much interest workmen have in the schools and, too, how many helpful suggestions they can make to an inquiring teacher. So besides the extension classes which teach the three "R's" why can we not go into more advanced work? On the one side are the problems of mathematics, the sciences, on the other those of finance, transportation, etc.

While our efforts at Moline were meager enough, during a large part of the last school year as many men and women met each week in classes outside of school as there were students in the high school. While we tried to center all in the school yet we found it better to go sometimes than to wait for the people to come. The most direct phases of this work were conducted by two of our coöperators both of whom are at present studying in the University. One was a Thursday morning class for wives and mothers. From fifteen to twenty of them spent this time in all seasons of the year on direct, helpful class work. Of a more popular nature was an afternoon mothers' meeting in a part of the city in which women's clubs were a real need. The other line was a noon class held five days in the week in a machine shop. The teacher (himself a machinist) took up arithmetic, algebra and geometry from a practical point of view. The problems were presented and worked out with reference to the interests of the men who were thus able to have class work without giving up their only free time, evenings, and without dressing up and going off to a building where the unaccustomed surroundings make work all the harder for them.

It cannot be said that there is no demand for organization in these directions, for in the city of which I have spoken, with less than twenty thousand inhabitants, last year one thousand dollars was carried off by the National School of Electricity with very meager returns, besides considerable other sums by other foreign

schools which made even less efforts to render an equivalent. The members of these and other extension classes, when such speakers as Professors McMurry, Moulton, Willett, Graham Taylor, and Dewey, President Cook, Mrs. Kelly and others were brought to the school, were present and ready to enter into the problems presented, and I was often surprised to find in unexpected quarters statements made which showed how the thought of these speakers had taken lasting hold on live men and women. I cannot see why it is not possible for similar organizations in some of our coöperating schools to make use of university material in much more effective ways than at present is possible. The great need is for members of that economic class "undertakers." In as many ways as possible the citizens were brought to the school building. This did not prove a hard task, by means of exhibitions of work, lectures, receptions, etc. During the first three weeks of last May fifteen hundred spent several hours in our high-school building. During the last week, commencement, there were as many more.

Now for the pupils themselves; we tried in every way possible to help them to see that the various parts of their life were related—that they could not afford to have any loose ends. With this aim all were encouraged to come at consultation hours to talk over any matters that concerned them. The importance each year and each term of looking over the whole field was emphasized, as was also the necessity of determining what were major or what were minor interests. Outside work was encouraged much of which was entirely self supporting. Especial attention was called to finding a place for home, church, and social duties as parts of education which they could not afford to lose, but the place of which must be determined beforehand and then no encroachments allowed until a readjustment was possible. A careful study made by one of the older pupils of the actual work of the religious organizations of the city furnished a basis of approach to this part of the life so difficult of adjustment. The hardest branch for correlation was athletics; yet this was due, I think, to having

no one of the teachers thoroughly interested in it. Even then several of the boys worked the problem out in their own cases to my entire satisfaction.

Why this principle cannot be carried out so that children can take work out of school in music, painting, etc., without being overworked I do not see. Surely good instruction in any line should be recognized by the teacher and made use of. On the same basis any knowledge of a foreign language that a student might have, was related to his work. While we recognized the necessity of American ideas and American homes we felt that no boy or girl comes to these by being ashamed of the fact that his parents are Swede or German. Is it not too bad to spend the effort we do to bring a Swede to an acquaintance with the gods of Greece and Rome and then not to take the little extra time that would be needed to introduce him to his own ancestral pantheon? A pupil who could read or speak one of these languages should be made to feel that he has that much more capital than the others. Longfellow means more to the Swede when known as the translator of Tegner. The technical side of English can be made very interesting to a class which contains students with more than one home language.

My own experience with college freshmen led me to realize how little high-school students really know about handling books. To meet this, one evening a week was given to library work; students of all classes were invited to come to the public library to get acquainted with the books. A little guile had to be used sometimes to get hold of some whose needs were greatest, but once getting a boy who "don't care to read" behind the bars among the books, and he found something which interested him, he did not fail to come again. Regular library work was required of the older students; cataloguing, making and verifying lists from Poole's Index, etc. By such means as this much work was done by pupils which could be used to advantage by the teacher and so time could be saved for extension work.

Another phase may be remote from the subject but I will mention it; our courses were all organized on a credit basis;

this made possible individual work and individual credit and also tended to systematize all the pupil's interests. Another use made of this arrangement was in such studies as history in the case of pupils whose work was not fully up to grade and yet would not be helped by taking the course over. Under such circumstances a partial credit gave a very good solution to the problem.

To one who has taught country school there is always a feeling of loss in a grade, however much he may appreciate what the graded system has done. Our high schools come nearer to the old schools in possibility than do any others and so can serve all the better to unify the whole system. One means we used was to take towards the end of the year an evening for the members of the eighth grade and their parents. They were entertained by the high school and everything possible was done to show just what the high school stood for. In this factory town about 80 per cent. of the eighth grade became members of the ninth. At the other end the fact that most of our colleges and universities do not begin work until after the opening of the city schools enabled us to bring together the college men and women of the city some day in September for "College Day" when the pupils were made to feel how short a step it is from the twelfth grade to the thirteenth.

I cannot but think the time will soon come when a part of the work now done in the college will be done in the high school. Such an arrangement would in many cases make no increase of expenditure, stronger teachers would be secured when they had opportunity to do this advanced work, and many pupils who cannot bear the expense of college life would stay for further work at home. In cities in which a training school is a part of the system a two years' course closely related to previous work, with due proportions of academic, theoretical, and practical work ought to prove an equivalent for the junior college courses. This would be especially true were the idea of pupil teaching firmly impressed upon the students. Two years ago I discussed this subject with my inner circle of boys but with no thought of its

immediate application. To my surprise some months later I found several very successful ventures in this direction had been made. One boy of sixteen had taken a class of young men who could not use the English language and was putting them through some very strong work. A very good student in Latin was teaching that subject to some former graduates who had only taken an English course. The best instance was the president of the senior class who took his position as a social opportunity and duty. If a member of the class was behind in his work by the time I found it out the president had looked after the case and generally had secured the proper adjustment.

I do not mean that all pupils should become teachers, but in a complete school system where the high school is not separate in control from the grades, this principle is capable of indefinite application with excellent social results. The boys and girls trained to this spirit of helpfulness will be more intelligent than the present generation in dealing with educational matters, and in their present homes will know how to direct younger brothers and sisters and help them to make best use of their opportunities. It will lead to a sensible child study and more and more the interests of the students will consciously center in the home, and they will be prepared to enter into the relations which found a new home.

The following extract from the Moline *Dispatch* shows another line of extension undertaken in that city for this year.

STUDENTS' HELP.

AN ASSOCIATION TO HELP STUDENTS TO HIGH SCHOOL AND COLLEGE COURSES.

Last evening was held a meeting of persons interested in the education of the young—a very important interest in this city of factories, especially during stringent times, when the need of the young man's or the young woman's earning powers is felt even in comparatively well-to-do families, rather than that the young people should keep in school involving expense for books, for better clothing, etc.

Two things were accomplished at this meeting. First, a decision to make strenuous effort to raise a fund of at least \$5000, the interest from which shall be applied in an unostentatious manner to keeping young men and women in

the high school who would otherwise be obliged to go to work, and also to encourage these young people to go to college. Second, the organization of a students' help association, yet unnamed, which will endeavor to attain a large membership, each member paying a stated fee per annum to be used for the same purposes as the interest on the fund above referred to. A committee was appointed to endeavor to raise the \$5000 fund, and will set about it in great earnest at an early day.

One idea is to have at least three meetings before the close of the school year, at which fine programmes will be rendered and educational matters discussed by people perfectly competent to handle them intelligently. The members of the association will be entitled to the privileges of these meetings without other fee than that paid annually.

Recognizing the fact that pupils who have ambition to acquire a good education will have also a commendable pride that will forbid their becoming in any sense objects of charity, both these movements are to be directed to the raising of funds which will be loaned to deserving ones, to be paid back in the future.

It is hoped to interest the high-school alumni association in this movement. By joining forces with the new association the alumni people would be able perhaps to accomplish greater good by their annual entertainments and reunions, and their knowledge of the needs, desires, and ambitions of students would assist materially.

Even the high school graduating classes could well become interested in this enterprise, and by agreeing to certain reforms as to dress and other forms of style on graduating occasions, could well afford the payment of the fees necessary to attach themselves to this new association for students' help.

I realize fully that the methods used in our school are not capable of adaptation to every or perhaps to any other school, but what I have seen of the high-school problem leads me to earnestly ask those who are interested, whether action based on a broader view of the whole situation may not more quickly bring the results we wish than will any other line of efforts.

FRANK A. MANNY

THE UNIVERSITY OF CHICAGO

Formerly Principal of the Moline (Ill.) High School.